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ABSTRACT

The federal home study citizenship book presents 20 lessons and nine examinations to aid persons helping naturalization candidates learn about state governments. The materials have been developed for people who speak English but who have little or no skill in reading. Intended predominantly as an aid to students studying citizenship on a correspondence basis, the materials can also be useful in a classroom situation. The book begins with an explanation to teachers (also called helpers) of objectives, design, activities, and components on the "English and State Government" course. In the next section are presented 20 lessons on topics including the importance of state governments, lawmaking in states, the role of state governors, the judicial branch of state government, county and city governments, and how state governments are financed. Each lesson includes discussion questions and suggested answers, background information, vocabulary, and activities. Activities involve students in completing sentences, defining vocabulary terms, oral reading, completing work sheets, compiling lists, and memorizing facts related to each topic. The final section presents examinations which direct students to circle proper answers, fill in blanks, match correct responses, underline appropriate endings to partially completed phrases, and to provide yes and no responses to questions. (DB)

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FEDERAL TEXTBOOK ON CITIZENSHIP — Home Study Course

ED178404

English AND State Government

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Section 3 for the Helper

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Foreword

This home study material has been developed for the use of candidates for naturalization who speak English but who have little or no skill in reading. It is designed so that the man or woman unable to attend public-school classes may learn to read and write by having a limited amount of help provided by some member of his family or a neighbor.

The material was prepared under the general supervision of the Director, University Extension Division, University of Nebraska, with the aid of one State and one local public-school representative from the States of Montana and Nebraska. General direction in the development of the material was given by the United States Immigration and Naturalization Service.

This book was designed to accompany the pamphlet entitled "English and State Government, for the Student (Section 3)" and is intended to assist the person who is to help the student.

THE AMERICAN'S CREED

I believe in the United States of America as a Government of the People, by the People, for the People; whose Just Powers are derived from the consent of the Governed; A Democracy in a Republic; A Sovereign Nation of many Sovereign States; A Perfect Union, One and Inseparable; Established upon those Principles of Freedom, Equality, Justice, and Humanity for wnich American Patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its Laws; to respect its Flag; and to defend it against all enemies.

WILLIAM TYLER PAGE.

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To The Helper

This course in Citizenship has been so arranged that it may be studied by the student working individually or as a member of a class. When used for class instruction, the teacher of the class will become the helper and will follow the directions given to that person.

HOW THE COURSE IS ARRANGED

The course is arranged in three sections: Section 1, a study of English and home and community life; Section 2, a study of English and Federal government; and Section 3, a study of English and State government.

Section 1 is designed to aid the person who wishes to learn to read and write as a preparatory step in the process of becoming a citizen of the United States. It should be followed by Section 2, a study of the Federal government, and Section 3, a study of State government.

This is Section 3, and it gives a general explanation of State and local governments. The Correspondence Teacher may be able to supply you with additional material about the particular State in which the student is studying.

WHAT YOU ARE TO DO

If you have helped the student with the other sections of this course, you are familiar with the methods used. The same methods are to be used in teaching and studying this section as were used with the others. If you have not helped the student with the other sections of this course, the following paragraphs will explain these methods.

This section of the course consists of two parts, the *Student's book* and the *Helper's guide*—the book in which you are now reading.

The *Student's book* contains reading material, exercises that the student will correct for himself, and work sheets that will be mailed to the appropriate Correspondence Center.

The *Helper's guide* tells you exactly how to proceed with the course. It should be followed carefully. The directions that you are to follow are printed in

short lines. All information in the *Helper's guide* that is printed in full length lines should be read to the student.

If instruction by correspondence is new to you, an explanation of some of the terms used may be helpful.

Correspondence Center.—The department or institution responsible for the mailing of supplies and the grading of the student's work.

Correspondence Teacher.—The teacher at the Correspondence Center who is assigned to aid the student.

Helper.—This person is yourself. It will be your duty to see that the directions are carried out.

Work Sheets.—These are exercises that are to be worked by the student. He may use his books while working these exercises. Work sheets should be mailed at stated times to the Correspondence Center.

Examinations.—These are tests to be worked by the student *without* help. All books and papers should be put away when the student takes the test. The completed test should be mailed to the Correspondence Center.

Something to Do.—This term refers to the series of exercises in each lesson that are to be done by the student. This work is not sent to the Correspondence Center, but should be corrected by the student himself. The person who helps the student may assist him if necessary.

Problems.—This term refers to special exercises that occur at irregular intervals in the course. In each of these problems, the person who helps the student will read the problem to the student and make sure that the student understands it. The answers to the problems are courses of action that the student suggests.

It will be your duty to see that the course is carried out in accordance with the directions given. The student will probably enjoy and benefit from a discussion with you of the lesson material he has studied. He should also be encouraged to read material about local, State, and Federal governments in a variety of magazines and newspapers.

Do not anticipate directions. To do so may result in confusion. As the lessons have been carefully planned, it is particularly important to follow each direction as given. Do not permit the student to select exercises at random, but insist that he proceed through the course in an orderly manner. Each lesson is a unit of study, and a systematic order of study and recitation for each lesson, such as follows, will be found beneficial.

1. Discussion period.
2. Reading study (silent reading).
3. Oral reading.
4. Discussion and exercises.
5. Work sheet.

The discussion period should include a review of the lesson of the day before and lead to the topic of the lesson for the day. Encourage the student to express himself orally. No set time can be given for the lessons or the parts of lessons. One student may require much more time for reading and discussion than another and less time for writing. The rate at which a student proceeds depends entirely upon the individual. Best progress will be made, however, if the student has a regular time for study.

Certain work is to be mailed to the Correspondence Center for grading and correction. You will find exact directions as to what to do.

The easiest way for you to learn to supervise the work of a course is by doing it. Before actually beginning to work with the student, let us turn to page 5 of this book and begin to examine the material in the light of the foregoing explanation.

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LESSON 1

The Importance of State Governments

The earliest form of government among immigrants to the new world was the government of small groups of people in towns and townships. Can you tell why?

The following are possible answers:

1. That was the kind of government that was needed in the wild, new country.
2. The people settled in small groups at first.

Later the people formed State governments. They made laws about how people should get along together, about work problems, and about property rights. Their State governments seemed more important to the people than a central or national government.

The people of the first thirteen States realized their need for a national or Federal government to form a more perfect union, but they wanted the State governments to be important, too. The Constitution of the United States required that the States have a form of government in which the people rule by electing representatives. It also stated that the States should not make laws that went against the Constitution.

Today our Federal government and the State governments work together, each carrying on important services for the people. This section of the Home Study course will explain why State and local governments are important in our everyday living.

Open your book to Lesson 1, page 1, *The Importance of State Governments.*

You have learned many new words that are important in the study of government. Let us look together at the new words you will find in this lesson. You will find them at the top of the page. Can you read any of these words now? * * *

If the student knows any of the words, the procedure for teaching the word should be omitted.

Our first word is **importance.**

Point to the word as you pronounce it.

This word is in the title of our lesson. Do you know its meaning? It means we are to study the ways in which State governments are useful and necessary.

The next word is **because.**

Point to the word as you pronounce it.

Do you know its meaning? * * * You are studying **because** you want to become a citizen. When we say **Because of this,** we mean **for this cause** or **for this reason.** Say the word **because.** * * *

The next word is **entered.**

Point to it.

Do you see the small word **enter** in **entered?** * * *

Always encourage the student to notice how words are formed and any likeness to other words that he may know.

Before each new State entered the Union means **Before each State came into the Union.** Say the word **entered.**

Your next word is **course.**

Point to it.

Of course a State constitution must not go against the Constitution of the United States means that a State surely or certainly must not go against the highest law of our land. Say **course.** * * * Have you heard people use it? Of **course** you have.

This next word is **left.** It means to let something stay where it is.

Copy is the last word.

Point to it.

You may be able to see a copy of your State constitution. You probably will not see the original constitution. But you might see a **copy** of it. Say the word **copy.**

Have the student say all the words aloud to you.

You are ready to read your first lesson, *The Importance of State Governments.* You may read it to yourself silently. Then you may read it aloud to me. * * *

It may be necessary to help the student with several words, or even to read the lesson aloud slowly, pointing to the words before he tries to read the lesson silently.

When the student can read the lesson to you in a satisfactory manner and with understanding, you may discuss with him the questions that follow.

Under what governments other than the Federal government do we live? * * *

The answer is: We live under State government and local government.

Why were many important powers left to the States when the Federal government was formed? * * *

The student should answer: The people did not want the Federal government to become too strong.

What are some things that State constitutions do? * * *

The student should name some of the following things:

1. State constitutions say how the government of the State shall be organized.
2. They protect the rights of the people.
3. They say how the constitution may be amended.

Open your book to "Something to Do" on page 2. * * *

On this page you will find six words. Complete each sentence by writing the correct word on the line.

Allow time for the student to complete Part A. Help him with words if necessary.

During this course of lessons we will have a number of short word drills to help you see how English words are formed. The letter **s** or some other letter or letters may be added to words to change their meaning. Read the directions for Part B aloud to me. * * *

Help the student get started on this part. Allow time for him to complete it.

Explain to the student how the letter **s** changes the meaning of these words; you may explain that we use the verb form that ends in **s** when we

are speaking of one person or thing. We use the verb form without **s** when we speak of more than one person or thing.

You may turn to the Key on page 115. What is the first answer in Part A? * * *

It should be **approve.**

Read the first sentence with the correct word in the blank. * * * **The people of a State must approve a State constitution.** Did you have the right word? * * * Look at the rest of the words to see if you have filled the blanks correctly.

Allow a few minutes for the student to look at the Key to correct Parts A and B.

Would you like to read the sentence in Part A aloud to me?

If the student is able to do so, reading the sentences aloud will give him additional practice in reading and will give him a better understanding of the material studied. You may help him pronounce any words with which he has trouble.

What are the words you have written in Part B? * * *

Allow time for the student to read them aloud. Explain the meaning of words that he does not know.

Have the student turn to the Work Sheet for Lesson 1 on page 3 of his book.

This work sheet will be mailed to your Correspondence Teacher. If you need help to read the directions for Part B, I will help you. You may use your book to find the right answer. * * *

If the student cannot answer a question on the work sheet, he should reread his lesson to find the answer. Unless the question refers to something that he has been told to find out about his own State or community, the answer will be found in the reading lesson.

Remove the work sheet from the student's book, place it in an envelope, and address and mail the envelope to the Correspondence Center.

The student is now ready for Lesson 2.

LESSON 2

More About the Plans of State Government

In the United States we live under State governments that are a part of a strong Federal government. A good citizen supports both his Federal and his State government.

We have studied the plan of our Federal government. This plan makes all of our 50 States into one strong Union. The State governments are nearer to the people. It is the duty of State governments to meet the special needs of people in the State.

Our Federal and State governments work well together because each one has different authority. This means that they have different powers. Both Federal and State governments are governments in which the people rule. They both are governments for the good of all the people.

Our 50 States are very different from one another. Let us look at the map of the United States on page 7 of your book.

Allow time for the student to find the map and to look at it carefully.

The State of Texas is more than two hundred times as large as Rhode Island.

Point to these States on the student's map.

The State of New York has almost forty times as many people as Nevada.

Show these States to the student also.

Can you find our State? Is it one of the larger States?* * * Do you know if it has a large or a small population? * * *

Discuss with the student the size and population of your State in comparison with other States. This needs to be done only in a general way. The following table shows the size and population of each State according to the 1970 census.

Area sq. miles and population of the 50 States and the District of Columbia according to the 1970 census

State	Area	Population
Alabama	51,060	3,373,006
Alaska	571,065	294,607
Arizona	113,575	1,752,122
Arkansas	52,499	1,886,210
California	156,573	19,715,490
Colorado	103,884	2,178,176
Connecticut	4,899	2,987,950
Delaware	1,978	542,979
District of Columbia	61	746,169
Florida	54,252	6,671,162
Georgia	58,274	4,492,038
Hawaii	6,415	748,575
Idaho	82,708	698,275
Illinois	55,930	10,977,908
Indiana	36,185	5,143,422
Iowa	56,032	2,789,893
Kansas	82,048	2,222,173
Kentucky	39,863	3,160,555
Louisiana	45,106	3,564,310
Maine	31,012	977,260
Maryland	9,874	3,874,642
Massachusetts	7,867	5,630,224
Michigan	57,019	8,778,187
Minnesota	80,009	3,767,975
Mississippi	47,223	2,158,872
Missouri	69,138	4,636,247
Montana	145,736	682,133
Nebraska	76,612	1,468,101
Nevada	109,788	481,893
New Hampshire	9,014	722,753
New Jersey	7,521	7,084,992
New Mexico	121,510	998,257
New York	47,939	17,979,712
North Carolina	49,067	4,961,832
North Dakota	69,457	610,648
Ohio	40,972	10,542,030
Oklahoma	68,887	2,498,378
Oregon	96,248	2,056,171

Area sq. miles and population of the 50 States and the District of Columbia according to the 1970 census—Continued

State	Area	Population
Pennsylvania	45,007	11,669,565
Rhode Island	1,058	922,461
South Carolina	30,272	2,522,881
South Dakota	76,378	661,406
Tennessee	41,762	3,838,777
Texas	262,840	10,989,123
Utah	82,339	1,060,631
Vermont	9,276	437,744
Virginia	39,838	4,543,249
Washington	66,709	3,352,892
West Virginia	24,079	1,701,913
Wisconsin	54,705	4,366,766
Wyoming	97,411	332,416

If we were to travel the length and width of our country, we should see a great many different kinds of places. Much of our country is rolling prairie land; in some places there are hills covered with trees; and a part of the United States has steep mountains. Some parts are too dry for farming; other parts have a great deal of rain. Most of the northern States have cold winters, but many of the southern States are always warm.

Because you wish to become a citizen of the United States, you will want to learn more about its natural conditions. Natural conditions are the land, water, and air conditions, and the plant and animal life. The study of these things is the geography of a country. It helps us to understand the lives of the people who live there.

What do you already know about the geography or natural conditions in your own State? * * *

The student should be encouraged to talk freely. Then he may be asked such questions as follow if he has not already answered them.

Are there any mountains in our State? * * * What are they called? * * *

Does our State touch an ocean? * * * Are we near any large lake? * * * What rivers, if any, flow through our State? * * *

What kinds of work are done by the people of our State? * * *

Remind the student that most people's work depends upon the kind of place in which they live.

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You have seen that the States are different from each other in size, population, and natural conditions. You remember that each State has a constitution. Each constitution deals with the special problems of that State. Therefore, not all State constitutions are the same.

In the lesson you will read today, you will find out ways in which most State constitutions are alike. You will want to find out more about the government of your own State.

You will find your reading lesson, *More About the Plans of State Governments*, on page 5.

Let us look at the words at the top of the page. Do you know any of these words now? * * *

If the student knows any of the words do not teach them as outlined here.

The first word is **representation.**

Each time you tell the student a new word, point to it.

Can you say the word? * * *

You already know the word **represent. All States have equal representation in the Senate** means that all States have the same number of persons to represent them in the Senate.

Our next word is **property. The State protects property. Property** means our belongings or the things that we own. What **property** do you have? * * * Try to say the word **property.** * * *

The next word is **educate. The State supports schools to educate the people.** Can you say the word? * * * Do you know its meaning? * * *

Explain to the student the word **educate.** Help him to see that any new thing we learn to do is part of our education. Explain that he is being educated for citizenship.

The next word is **local. Local government is the government of a town, city, or county.** It is the government that is closest to you. Do you live under local government? * * * Try to say **local.** * * *

Look at **county.** * * * Say the word **county.** * * * Almost every State is divided into smaller parts called **counties.** Do you know the name of your county? * * *

In the same way teach the words **size** and **cares.**

Now try to say all the new words. * * *

Help the student when necessary.

After you have read the lesson, *More About the Plans of State Governments*, to yourself, I should like to hear you read it aloud. * * *

When the student has read the lesson satisfactorily, direct him to the bottom of page 5 of his book.

This part of the lesson is "Something to Do." Please read the directions to me. * * * You may do the lesson now.

See that the student understands how to do the lesson. Help him read the directions for Part B if and when he needs help.

At the close of the lesson, the student is directed to correct his lesson with the Key on page 115 of his book. He may want to discuss the answers with you.

You may read the sentences with their right answers aloud to me. * * *

Help the student with difficult parts.

You are now ready to do Work Sheet for Lesson 2, on page 7. This work sheet will be mailed to the Correspondence Center.

Give the student time to find the page. Read the directions for the first question to the student. Let him complete the exercise alone.

The Work Sheet for Lesson 2 should be left in the student's book until you are told to mail it.

You are now ready for Examination 1. It will help you see how much you remember of Lessons 1 and 2. This examination will also be sent to your Correspondence Teacher.

Remove page 59 from this book and give it to the student. He will write his name at the top of the examination. If necessary help him read the directions; then let him go on with the work alone. He should not use his book.

When the student has finished the examination remove the work sheet for Lesson 2, and place it and the completed examination in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 3.

LESSON 3

The State Legislature

You have learned that a government by the people is a democracy. When the people of the early towns met together to make their own laws, their government was a simple democracy. The people themselves voted for or against all of their laws.

In the United States it would not be possible for all the people to gather together at one time to make their laws. Instead we elect persons to represent us in making laws. We live in a representative democracy. Such a government is called a republic.

Can you tell me now what a democracy is? * * * What is a republic? * * *

Help the student to understand that democracy is government by the people, and that a republic is representative democracy. Both terms are used in speaking of the government of our nation.

In State government as in Federal government, the people elect men to represent them. Your reading lesson will tell you how the lawmaking branch of our State government is organized.

The persons in the State legislature are working for the people. As a citizen it will be your duty to help choose lawmakers carefully. It will also be your duty to help see that they do their work well. The people have a right to meet and to talk with their representatives. They can suggest laws that they would like to have passed. Good lawmakers are glad to know the needs of the people who elect them.

In election years, we hear a great deal about persons who are running for office. How may the voters learn something about the candidates who want to be elected? * * *

Discuss with the student the possibilities of radio, television, and newspapers. Show him the importance of our freedom to speak with other people about our government.

A good citizen tries to hear both sides of any question. That is the only way to decide the question fairly.

You are ready for your reading lesson. Open your book to page 9.

Do you know any of the words at the top of the page? * * *

Teach the words that the student does not know as you have done before. When you and the student have talked about each word separately, have him pronounce all the words before reading the lesson.

You may read the lesson, *The State Legislature*, to yourself now. Then I should like to have you read it to me. * * *

When the student has read the lesson aloud satisfactorily, direct him to page 10 of his book.

Turn to "Something to Do" on page 10 now.

Allow time for the student to complete the exercise. He will check Part A with the Key in his book.

Part B of this exercise is a list of questions that the student is asked to discuss with you or with some other person. You should make sure that the student finds out these things about the government of your particular State. Later he will be asked to write the answers to some of these questions.

At the close of the exercise, it would be well to have the student read Part A aloud to you, placing the right words in the blanks.

You may do Work Sheet for Lesson 3 on page 11 of your book.

The Work Sheet for Lesson 3 is not to be mailed to the Correspondence Center at this time. It should be left in the student's book until you are told to mail it.

At the end of Work Sheet for Lesson 3, the student is told to ask you what to do next. When he does so, you may give him the following directions.

At different times during your study of this course I am going to read problems to you. You may tell me what you would do if they were your problems.

Read Problem 1 to the student and check his choices of things to do.

Then mark these choices in the space given at the end of Work Sheet for Lesson 3, which will later be mailed to the Correspondence Center.

PROBLEM 1

The Rights and Duties of a New Citizen

David Anderson and Marie, his wife, sat quietly on the porch of their farm home. The summer evening seemed pleasant after their busy day. And it had been a very important day for Marie and David. That day they had become citizens of the United States of America.

David and Marie and their oldest boy had come to the United States 6 years before. In the strange new land, they had wondered at first if they had been wise to leave their homeland. But they soon found friends, and their farm land had given them a good living. David and Marie loved their new country, and they were proud to be citizens of it.

The Andersons knew that their citizenship gave them new rights. They could now help choose government officers. They understood, too, that along with their rights they also had important duties. They must choose their representatives carefully.

This was election year. David and Marie remembered the election of 4 years before. They had heard so much talk and so many arguments then that they had been almost glad that they did not have to help decide which person would be best for each position. But this year both David and Marie wanted to use their right to vote as good citizens.

David's mind was busy with the different ways in which they could decide how to vote. I shall read to you some of the ways that David might have used to help him decide.

____ 1. They had a neighbor who had been very good to them. David and Marie believed he was a fine man. They could ask how he was going to vote and then vote just as their neighbor did.

____ 2. In the United States there are two very important political parties. David and Marie could vote for all the Democratic candidates or for all the Republican candidates.

____ 3. They could turn off the radio or television when candidates spoke. Then they would not be so mixed up about who the best men were.

____ 4. David and Marie took their home town newspaper. From the editorials they could almost tell which men the editor believed were good. They did not know if the editor was right, but they could vote for the men he favored.

____ 5. They could read several newspapers and from them try to decide which persons would be good public officers.

____ 6. They could use their radio and television to hear many men speak and to compare their ideas.

____ 7. They could talk with many people about the candidates.

____ 8. Sometimes candidates would speak in their town. David and Marie could go to hear them and decide if their ideas were good.

____ 9. They would listen only to what a man said he would do if elected.

____10. They could find out about the things that a candidate had done before. Radio, television, newspapers, and talking with other people would help them do this. Some candidates had already been in public office. The Andersons could decide if they had served the people well. Many candidates had been in business. It would help David and Marie to know if they had been honest and wise in handling their own business.

Which of these ways of choosing representatives do you think David and Marie should use?

I will read this list to you slowly again. If you think a certain way is good, tell me and I will check that answer for your Correspondence Teacher.

LESSON 4

Lawmaking in a State

PART 1

As you read this lesson you will notice that many people have a part in making a bill a law. Do you think such a plan of lawmaking is good? * * * Why? * * *

The student should offer his own ideas. He may be led to see that a law passed by many persons, particularly by elected representatives, is likely to be the expression of the will of the people.

In this nation, we do not believe that one person should have power to make laws that all the people must obey.

It takes a majority of the members of our State legislatures and, in most cases, the governor of the State to make a bill a law.

You will learn in this lesson that different branches of our State government can check the power of each other. No one group or person can become strong enough to take away the rights of the people.

Another reason why it is good to have many people make our laws is that the lawmakers can better know the needs and wishes of the people. That is the most important idea in a successful representative democracy.

You remember from your study of Federal government that the Congress divides itself into committees to study the different bills. Do you remember why? * * *

So many bills come to the Congress that the lawmakers could not possibly study all of them. Each committee studies a certain kind of bill.

State legislatures also divide themselves into committees so that each bill may be considered even though it is not always brought before the whole group.

Open your reading book to page 13. Let us look at the new words in this lesson. Do you know any of them? * * *

Teach words that the student does not know.

You may read Part 1 of this lesson to yourself. When you are ready, please read it aloud to me. * * *

When the student has read the lesson with understanding, direct him to the bottom of page 13 in his book.

Let us look at the directions for this "Something to Do" exercise. * * *

Directions may be read aloud by either student or helper. The sentences in the exercise may also be read aloud if it will help the student to understand them better. When you are sure that the student knows what he is to do, he may do the exercise.

It may help the student to arrange the sentences if he writes small numbers in front of the sentences until he has decided the right order of all the sentences. He could then copy the sentences with less need for erasing.

You may use the Key on page 116 to correct your work.

When the student has corrected his work, he should read the sentences aloud in their correct order. He may then want to look at the illustrations again.

The student is ready for Part 2 of Lesson 4.

PART 2

You have learned that elected representatives make the laws in our nation. They must carry out the wishes of the people if they are to keep their offices.

In many States, the people have kept for themselves a direct control over their State laws. The powers of citizens to start or to stop a law are called the initiative and the referendum.

Since you may live in a State where the people have these powers, you will want to know how they may be used.

Open your book to page 15.

We will look at the new words together. * * *

It will be well to allow time for the student to study the words and then try to say them. He will probably want help with some of these words. Teach them to him now.

You may read Part 2 of this lesson to yourself and then read it aloud to me. * * *

When the student has read the lesson aloud to you, discuss the following questions with him.

Let us suppose that you live in a State that has the initiative and the referendum.

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When you are a citizen how could you start a law? * * *

He could start a petition asking that a certain law be voted upon. If a large enough part of the voters sign the petition it must be voted upon by the State legislature or by the people directly.

Do you think it is good for the people to have the powers of initiative and referendum? * * *

The student should be encouraged to express his opinion. Show him that the initiative is a way for people to get laws they need if the elected representatives do not pass such laws.

What is a petition? * * *

The student should know that a petition is a paper that asks that a certain thing be done. It is signed by people who want the thing done.

The following are examples of the use of petitions:

People in a city might sign a petition asking that a certain street be paved. Farmers might petition to have a bridge built by their county government.

Try to give the student examples of times when petitions have been used in your community. Show him that a petition is always an expression of the wishes of the people who sign it.

Turn to "Something to Do for Lesson 4." You may do the work for **A** and check it with the Key. Then I will listen to you read the words in **B.** * * *

Always be sure that the student has checked his "Something to Do" exercise with the Key and that he has corrected any mistakes he may have made.

Ask him to read the sentences in Part A aloud to you, choosing the correct answer.

After the student has read the words in Part B aloud to you, either you or he should use each word in a sentence to make the meaning clear.

You are ready to do the work sheet on page 17.

The work sheet should be left in the student's book until you are told to mail it.

You are now ready for Examination 2, which will be sent to the Correspondence Center. You are to do the examination without using your book. * * *

Remove page 61 from this book and give it to the student.

The student should not use his book or have help from you.

When the student has finished the examination, remove the Work Sheets for Lessons 3 and 4, and place them and the completed Examination 2 in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 5.

LESSON 5

The Governor as Head of the Executive Branch of the State Government

You have noticed several ways in which our State governments are like our Federal government. Both are divided into three branches. Both have their laws made by elected representatives.

In this lesson we will see that the executive branch of State government is also somewhat like that branch of our Federal government. Do you remember what man serves as head of the Executive Branch of our Federal government? * * *

The student should remember that the President is head of this branch.

The President appoints several persons to serve as heads of important departments. They help him carry out the laws. What is this group of helpers called? * * *

The student should reply that they are the Cabinet.

In State government one man, the governor, is head of the executive department. He has persons to help enforce State laws. In some States the governor appoints these helpers, but often they are elected by the people.

Open your book to Lesson 5, page 19.

Teach the new words in the lesson.

You are ready to read the lesson, *The Governor as Head of the Executive Branch of the State Government*, to yourself. Then I should like to hear you read it aloud to me.

When the student has read the lesson aloud satisfactorily, discuss the following questions with him.

What person is the head of the executive branch of State government? * * *

The student should reply that the governor is.

Who is governor of our State? * * *

The student should know who is governor of his State.

How often is the governor elected? * * *

If the student does not know, you may tell him how often the governor is elected in your State. In many States he serves a 4-year term; in others, a 2-year term.

What are some of the powers of the governor? * * *

Some of the following replies should be given.

1. He enforces the laws of the State.
2. He can recommend to the legislature proposals for new laws.
3. He can call special sessions of the legislature.
4. He may veto laws.
5. He appoints some State officers.

Why is it good for the governor to have some control over State officers? * * *

The student should know that the governor coordinates the work of State officers.

Now you are ready to do the exercise on page 20.

Always be sure that the student corrects his work with the Key. He should be encouraged to notice how the words in the word drills are formed. However, no lengthy explanation of why words are formed as they are need be given unless the student asks for extra help.

You may do the Work Sheet for Lesson 5 on page 23. Remember that it is to be sent to your Correspondence Teacher.

Work Sheet for Lesson 5 should remain in the student's book until the next mailing.

The student is ready for Lesson 6.

LESSON 6

Officers Who Help the Governor

The men who wrote our Federal Constitution long ago made a plan of government so good that it is still the law of a great and strong nation. State constitutions express the same ideas of the freedom and equal rights of men as the Constitution of the United States does.

Perhaps one of the reasons why our plan of government is a success is that no one person has enough power to take away the rights of other people. You remember that many persons have a part in making our laws. Several persons study together and explain the laws.

The governor of a State does not have complete power as head of the executive branch of State government. He works with other people. Some of these persons work closely with him at the State capital. Many more are scattered over the State to help carry out laws.

This lesson will tell you something about the persons who work with the governor at the State capital. They are not called a cabinet, as the President's helpers are; but they help the governor in somewhat the same way as the Cabinet helps the President.

Open your book to the lesson, *Officers Who Help the Governor*, on page 25 of your book. * * *

Teach the new words, and after the student has read the lesson silently, ask him to read it aloud to you.

Now you are ready for "Something to Do" on page 25.

See that the student corrects his work carefully with the Key.

Please read the sentences in Part A aloud to me, giving the right answer each time. * * * Read also the titles of State officers as you have listed them in Part B. * * *

You may do the Work Sheet for Lesson 6 on page 27. * * *

When the student has completed the Work Sheet for Lesson 6, remove page 63 from this book. It is Examination 3, which the student should take at this time. He should not use his book to complete the test.

When the student has finished the examination, place the Work Sheets for Lessons 5 and 6, and Examination 3 in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 7.

LESSON 7

The Judicial Branch of State Government

You may not have thought how important the judicial branch of our government is to our democracy. It is true that laws are made and enforced by our elected representatives. On the other hand, if there were only a legislative and an executive branch of government, several undesirable things might happen.

If there were no law-explaining branch of government, State and local laws might not agree with Federal laws. The Constitution is the highest law of our nation. You may remember that the United States Supreme Court may say that a law that goes against the Constitution cannot be enforced. The Supreme Court also sees to it that State laws do not violate the Constitution of the United States.

Without courts, our laws might not be enforced fairly. Persons who enforce the laws might not agree upon their meaning.

Our laws say that a person accused of breaking a law has the right to a trial. All people, whether rich or poor, are promised equal rights that will be protected by the courts. Do you see how important the judicial branch of our government is?

Before we begin this lesson on State courts, what do you remember about our Federal courts? * * *

The student will tell what he remembers from his study of Federal courts. The most important facts are:

1. The Supreme Court was established by the Constitution and is our highest court.
2. The United States is divided into 11 judicial circuits. Each one has a court of appeals and several Federal district courts.
3. Special courts take care of certain cases.

In your reading lesson you will learn about three kinds of State courts. Remember that State district courts are not the same as Federal district courts.

Open your book to the lesson, *The Judicial Branch of State Government*, on page 29.

Which words do you know?

Teach the new words.

You may read the lesson to yourself. Then I should like to hear you read it aloud.* * *

Allow time for the student to read his lesson silently before having him read it aloud to you.

Begin the "Something to Do" exercise on page 30.* * *

The student will finish Part A and check his work with the Key.

Reading the words listed in Part B will help the student see similarities in certain words and will help him with later reading lessons.

Be sure that the student finds the answers to the questions in Part C.

You may now do the Work Sheet for Lesson 7 on page 33.* * *

This work sheet will be left in the student's book until the next mailing.

The student is then ready for Lesson 8.

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LESSON 8

The Work of the Courts

Before we begin this lesson on the work of the courts, let us review some of the work we have had on the three branches of State government. Let us see how the three branches are alike in State and Federal government.

Do you remember what group is the head of the legislative or lawmaking branch of our Federal government? * * *

The student should remember that the Congress of the United States is the head of this branch.

Which group is head of the legislative branch of State governments? * * *

The answer is the State legislature.

What person is head of the Executive Branch of the Federal government? * * * What are his special helpers called?

The student should recall that the President and his Cabinet are at the head of this branch.

What persons are at the head of the executive branch of a State government? * * *

The answer is the governor and certain elected or appointed State officers.

What group is head of the judicial branch of the Federal government? * * *

The answer is the Supreme Court of the United States.

What group has this place in a State government? * * *

The answer is the State supreme court.

You have learned that several State courts are nearer to the people than the State supreme court. Courts are for the use of the people. Remember that a trial by jury is one of the rights guaranteed by the Bill of Rights.

Several persons are important in carrying on the work of the court. The judge keeps order in the court and tells what the law means. People who are taking part in a trial must obey the judge.

In a court case there is usually a defendant, or person who is accused of doing something wrong. The charge against him may be made by another person or, if he has broken a law that protects the people, it may be made by the State. Both the person who is being tried, and the person, or group, that makes the charge against him are represented in the court by lawyers.

A jury decides whether the person on trial is guilty or not. A jury is a group of citizens called by the court to hear a case. It usually has twelve members. Persons cannot serve on a jury if they have made up their minds whether the accused person is guilty or not before hearing the case. Do you think this rule is a good one? * * *

Let the student talk about the question. Show him that the rule helps get jury members who will decide the case fairly from the evidence given in court.

Do you believe that the plan of having a person's case decided by a group of his fellow citizens is a good one? * * *

The student should offer his own ideas. He should be shown that, under such a system, persons are not likely to be unjustly condemned by a group that claims authority over them, as has been done in some countries. Citizens will decide a case as fairly as they can in order to protect their own rights under similar circumstances. They know that they can be sure of receiving justice only if equal rights are given to all the people. Bring out the fact that here again the people have final authority.

We should not think of our courts as places where people go only to be punished. Do you remember two important things that courts do for us? * * *

If the student does not remember these two points, they should be told to him:

1. The courts protect our rights.
2. They settle differences among people fairly.

Open your book to the lesson, *The Work of the Courts*, on page 35.

Teach the new words.

After the student has read the lesson silently, ask him to read it aloud to you.

Start your "Something to Do" exercise on page 37. * * * If you need help with the directions or with the spelling of words for Part B, I will help you. * * *

Allow time for the student to finish and check this exercise.

Part C suggests that the student visit a courtroom trial. You should help him find the place where and the time when a trial will be held. It will be helpful to the student if you can go with him.

You may begin the Work Sheet for Lesson 8 now. * * *

This work sheet should remain in the student's book until you are told to mail it.

You are now ready for your fourth examination. * * *

Remove Examination 4 at page 65 and give it to the student. He should not use his book or have help from you on this test.

When the student has finished the examination, place the Work Sheets for Lessons 7 and 8, and Examination 4 in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 9.

LESSON 9

The State Protects the Lives, Property, and Health of Its People

In your last lesson you read of the work of courts in protecting the lives and property of the people. The State has other means of protecting life and property, some of which you will read about today.

Both our Federal and State governments spend money to protect the health of all the people. Wise leaders know that no nation can be strong unless its people have sound bodies and well minds. They know that it is better to try to prevent sickness than to cure it. A good government must also help to care for those persons who cannot pay for special care that they should have. Do you think the duty of government to protect health is important? * * *

The student may offer interesting information about work of this kind in the country from which he came. He should be led to see the importance of health to the future of our nation.

If the people have the right to government protection of their health, what do you think is their duty in caring for their own health? * * *

The student should be encouraged to discuss health care here. Help him to recall the following things from his study of Section 1:

1. Everyone should eat balanced meals, including milk, eggs, vegetables, and fruit.
2. Bodies, homes, and food must be kept clean.
3. We should give our bodies enough rest.
4. We must obey laws that protect our health and the health of other people.

Open your book to the lesson, *The State Protects the Lives, Property, and Health of Its People*, on page 41 of your book.

Do you know any of the new words? * * *

Teach the words the student does not know.

You may read your lesson to yourself first, then aloud to me. * * *

When the student has read the lesson satisfactorily, he will be ready to do the exercise on page 42.

You may work this "Something to Do" exercise now. I will help you with directions if necessary. Then correct your work with the Key. * * *

When the student has finished checking his work, ask him to read Part A aloud, choosing the correct ending. He should also pronounce the words in Part B aloud to you. Help the student to find the answers to the questions in Part C.

You are ready for the Work Sheet for Lesson 9 now. You may use your book if necessary. * * *

At the close of this work sheet the student is told to ask you what to do next. When he does so, you may give him the following directions.

Today I will read another problem to you. There may be more than one possible answer. * * *

Read Problem 2 to the student and check his choices of things to do. Then mark these choices in the space that is given at the end of the Work Sheet for Lesson 9, which will later be mailed to the Correspondence Center.

The student is then ready for Lesson 10.

PROBLEM 2

The Duty of Good Citizens to Care for Health

"Please pass the carrots, Mother."

Mrs. Wilson smiled with satisfaction as she watched her rosy-cheeked Tommy finish his glass of milk. But the smile faded as her eyes fell on the almost untouched food on little Mary's plate.

How different Mary was from the other children! Tommy and his two brothers were happy and healthy. They usually wanted second helpings of their mother's good food. Lately Mary was always tired, and she seemed to eat less at each meal.

Mary was not growing thin and pale because her food was not right. Mrs. Wilson was a good cook, and she had gone to afternoon classes at a nearby school to learn more about healthful foods. Their small garden at the edge of town supplied the family with many good things to eat.

She looked at the meal on the table: meat loaf, baked potatoes, carrots, a fresh tomato and lettuce salad, brown bread and butter, rich milk, and apple sauce. All of their meals were carefully planned. Mrs. Wilson felt that an important part of her duty as a good citizen was to feed her family well. Yet little Mary was not growing into the strong, healthy girl her mother wished her to be.

Since her husband's death 3 years before, Mrs. Wilson had had a hard time to earn enough to finish the payments on their home and to buy the necessary things for the children. Several people from town brought sewing to Mrs. Wilson, and on 2 days of the week she baked rolls and cakes for certain customers.

Mrs. Wilson was thankful for her home and family and for work that kept them together. But she still owed the doctor some money for his care during her husband's long sickness. She did not want more doctor bills if she could help it.

That evening, Mrs. Wilson did not hum happily as she finished the supper dishes. Her mind was busy with the possible things she might do for Mary.

Which of these plans do you think are good? There may be more than one.

---- 1. A friend had told Mrs. Wilson that her little boy had once been thin and pale. She had read an advertisement in a paper of some medicine said to be good for such children. After the boy took the medicine he grew strong and healthy. The medicine might help Mary.

---- 2. The family doctor, to whom Mrs. Wilson still owed some money, had known Mary all her life. Perhaps he could say what was wrong with her.

---- 3. Mrs. Wilson had heard of a man living on their street who said he was a doctor. He did not have an office. Someone said that was because he had no license. He would not charge as much as a regular doctor.

---- 4. The county paid a good doctor. Mrs. Wilson thought she might take Mary to him. Since the Wilsons are good, hard-working citizens, she wondered whether the government would serve their special need by giving them this service for Mary.

---- 5. Mrs. Wilson could just continue to see that Mary got good food and plenty of rest and wait for her to get better.

Which of these things do you think Mrs. Wilson should do?

I will read them to you slowly now. If you think a certain plan is good, tell me, and I will check that answer for your Correspondence Teacher.

LESSON 10

State Governments Help to Educate the People

The people of a nation must be safe and healthy in order to be happy. They must also have an education in order to take their part in a democracy wisely.

Since all the people share the responsibility of government in a democracy, the people need training for citizenship. They must be able to choose and to think for themselves. They must be watchful to see that their government protects their rights. Education helps the people to do these things. It teaches them to get many ideas from the newspapers, the radio, television, and from other people. It helps them to decide important questions. Education will help us to keep our democratic form of government.

Not all educated people have gone to school to learn what they know. Abraham Lincoln, one of the greatest Americans, spent only a short time in school. He was a person who studied alone and educated himself. But most people can be helped by schools.

We believe that all children should go to school for a certain number of years. We believe that poor children should have the same rights to good schools as rich children.

Our laws do not say that young persons must go to school after they have reached a certain age or have passed a certain grade. But our government gives those young people who want more training and more education a chance to go to schools at low cost. We know that leaders for the future need good educations.

All of us must support schools by paying taxes. But we can do more for our schools than that. How do you think a good citizen helps the school of his community? * * *

The student may answer in many different ways, depending upon his particular situation. The questions that follow may give him ideas. In each case, let the student talk before suggesting the ideas that follow each question.

How can parents help? * * *

They can get the children ready for school and see that they go regularly.

How should parents and teachers work together? * * *

The teacher will try to help the child. The parent should encourage friendship between the teacher and the child. The teacher and the parents should talk together in a friendly way about problems or things about which they do not agree.

How can parents know what the schools are doing? * * *

They can visit schools. Many schools have parent-teacher groups that tell how the work of the school is being done.

Most schools are for children and young people. But people are never too old to learn new and useful things. In many places some classes are held for older people. Remember that our government is for the welfare of all the people.

Open your book to the lesson, *State Governments Help to Educate the People*, on page 47. * * *

Teach the new words the student does not know.

You may read your lesson to yourself now. When you have finished reading it to yourself you may read it to me.

You may work and check your "Something to Do" exercise on page 49 now. * * *

When the student has finished checking Parts A and B with the Key, ask him to read the sentences in Part A aloud to you.

In Part B the student will probably notice that the letter **s** added to the names of things makes the word mean more than one thing of that kind. Ask him to read the words aloud to you.

Do the Work Sheet for Lesson 10 on page 51 now. * * *

This work sheet will be left in the student's book until the next mailing.

The student is now ready for Lesson 11.

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LESSON 11

State Governments Provide for Public Improvements and Regulate Business

Our government promises us protection and equal rights. But what a lot of other government services we enjoy also!

You may own a car. But people would not enjoy their automobiles as much as they do if they had to help build the roads they travel. Early settlers built roads, but their roads were not the kind that are needed for automobile travel. Our government now builds the fine roads that we need.

You may make use of transportation lines such as buses, railroads, and airlines. You probably use a telephone, gas, water, and light. All the companies that supply these services usually have to obey certain rules made by your State government. These rules mean that you get more protection and better service.

Open your book to the lesson, *State Governments Provide for Public Improvements and Regulate Business*, on page 53. * * *

There are several rather long words in this title. You may need to help the student with them. Then teach the new words that he does not know.

After you have read this lesson to yourself, you may read it aloud to me. * * *

Help the student to read with understanding.

You may begin the "Something to Do" exercise on page 54. * * *

The student should read Parts A and B aloud after he has checked them with the Key.

In Part B the student will probably notice that some words are changed by adding **er** and that other words add only **r**.

Part C tells the student to discuss with you the things done for him by the State government. This lesson names several general services of the State, but examples of work in your own community will be especially helpful.

You are ready to do the Work Sheet for Lesson 11. You may use your book if necessary. * * *

The Work Sheet for Lesson 11 will be left in the student's book until the next mailing.

The student is now ready for Lesson 12.

LESSON 12

State Governments Protect Natural Riches

For many years people in other lands have thought of the United States as a land of opportunity; that is, a place where every person has a chance to better himself. Great numbers of people left their homelands to come to this land of opportunity. Perhaps that is why you came to this country.

Our nation has been and still is a land of opportunity for two important reasons. One reason is that under our democratic form of government, all people have equal rights that will be protected by law.

The other reason is that the United States is a young and rich land. Nature has given this nation a great many good natural gifts that help men to get along well. We call such gifts natural riches or resources.

In almost every kind of work, we use some natural resource. Many of our people are farmers. They use the soil and much water. Carpenters use wood from our forests, and builders use many different kinds of stone. In some places water gives us electric power. Now think of all the people who work with minerals. What minerals can you name? • • •

The student should mention those he knows. Minerals include such metals as iron, copper, silver, aluminum, and gold. Minerals also include oil and coal.

Of course many people are taking these natural resources from the earth, but many more are making them into manufactured goods that we need. Not all our States have all these natural resources, but every State has some of them.

It is true that the United States has more different kinds and greater amounts of natural resources than most other countries. Our people should be thankful for the right to use these natural resources. They should feel it their duty to protect and save them for the future.

Open your book to page 57 to the lesson, *State Governments Protect Natural Riches.* • • •

Teach the new words that the student does not know.

You may read this lesson silently and then aloud to me. • • •

When the student has finished, discuss with him ways in which good citizens help protect natural resources. The following points should be brought out:

1. Care in preventing wasteful fires.
2. Careful use of lumber.
3. Planting of trees to replace cut trees.
4. Wise use of minerals
5. Careful use of soil.

You may work and check your "Something to Do" exercise on pages 58 and 59 of your book.

Have the student read Part A aloud to you, choosing the right ending. In part B the student is asked to discuss questions about natural resources in his own community with you.

You are now ready to do the Work Sheet for Lesson 12 on page 61. * * *

Allow time for the work sheet.

You are now ready for Examination 5, which will be sent to the Correspondence Center. Work very carefully on it. * * *

Remove page 67 of this book and give it to the student.

Allow the student to finish the test without help.

When the student has finished the examination, place work sheets for Lessons 9, 10, 11, 12, and Examination 5, in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 13.

LESSON 13

The Plan of County Government

In one of your earlier lessons you read that local governments were important to the early settlers. Local governments still serve us in many ways.

We do not all live under city government, but most of us live in counties (called parishes in Louisiana). The people of a county have similar problems, that is, problems that are somewhat alike. An advantage of county government is that it is so near to the people that they can meet their officers and can get special services that they need.

When State constitutions were written, State officers knew that county governments could help them carry out or enforce State laws. Can you now tell which one of the three branches of State government gives part of its work to the counties? * * *

If the student does not know, ask him which branch of government enforces or carries out the laws. He should then see that county government is really part of the executive branch of State government. However, it is well to remember that in some types of county government, a council or commission may adopt some local laws.

Each county has at least one court, which is a part of the State judicial system.

In many States the counties are divided into townships, which are sometimes important units of government, but which are generally used as election districts. Is the township an important unit of government in our State? * * *

If you live in one of the New England States, township government is probably more important than in other regions.

Open your book to *The Plan of County Government* on page 63. * * *

Teach the new words that the student does not know.

When you have finished reading the lesson to yourself, you may read it aloud to me. * * *

On page 64 you will find a "Something to Do" exercise. You may work and check this lesson now. * * *

When the student has finished, ask him to read both parts of the exercise aloud to you.

You are now ready to do the Work Sheet for Lesson 13. Later, this will be mailed to the Correspondence Center. The work sheet is on page 67. You may use your book if necessary. * * *

The work sheet should be left in the student's book until the next mailing.

At the end of the work sheet, the student is told to ask you what to do next. When he does so, you may go on reading the following material.

Today you will listen to another problem. Then you may tell me what what you would do if you were Joe.

Read Problem 3 to the student and check his choices of things to do.

Then mark these choices in the space given on page 68 of the work sheet.

The student is then ready for Lesson 14.

PROBLEM 3

The Duty of Good Citizens to Spend Tax Money Wisely

Walking along the streets of White Cliff on Saturday afternoon, Joe Brown noticed groups of interested farmers and businessmen talking together.

Joe heard only parts of what was being said.

"We can't afford it."

"Our county needs the new building."

"The old one is good enough." When he met his neighbor, Jack Carter, Joe asked what important matter the men were discussing. Jack explained that the editor of the weekly paper had written an editorial saying that Adams County needed a new courthouse. White Cliff was the county seat.

For some years the people had felt that their courthouse was growing old and worn. But during the years that crops were poor, there had not been money to do any work on the courthouse. Now the editorial in the paper had brought the idea before the people again.

The county commissioners had already talked about the need for a new building. The people would probably be asked to vote upon the proposal in the autumn.

Joe knew that his tax money would be used to help build a new courthouse. He knew that he would share the use of the new building. Joe was proud of his citizenship in the United States and wanted to vote in the right way. The many arguments he had heard made him realize that there were reasons both for and against building.

Which of the following ideas do you think show good thinking on Joe's part? Several answers may be good.

____ 1. He could listen to people who worked in the courthouse tell why a new one was needed.

____ 2. Since Joe might possibly move away in the next few years, he might decide that the old building would last as long as he needed it and vote against building.

____ 3. He could try to find out if the county already owed money.

____ 4. A neighbor of Joe's said that when the old building began to fall down it was time enough to think about building. Joe could take his advice.

____ 5. He could find out if the people of his county were already heavily taxed.

____ 6. A new building would be pretty. Even if the people couldn't afford to build it, people from other places would envy them.

____ 7. As a carpenter, he might get work on the new building. That would pay him more than his part of the tax money needed to build it.

____ 8. He could consider whether the people were able financially to build a new courthouse. He would try to decide if they needed other things worse than the courthouse.

____ 9. He might think that he would not use a courthouse very much and that he didn't want to help pay for one.

____10. He would use his right to read and to talk with others. When he had considered both sides carefully, he would decide how to vote.

I will read the ideas to you again. Tell me which you believe are good ideas and I will check those answers.

LESSON 14

How County Governments Serve Us

In your lesson today you will read how county government helps you carry on your business by recording legal papers and giving you certain services. You will learn how it helps your State government protect your life, health, and property.

The county seat is the center of our county business, but it is usually a place where people meet for pleasure also. It is good for the people of a county to have a close and friendly relationship.

Many of us have enjoyed county fairs, county music festivals, or other county gatherings. At such times we not only visit with our near neighbors but also meet new people. We like to see products that are grown or made in our region. We enjoy taking part in or seeing and hearing programs. Have you enjoyed such gatherings? * * *

Encourage the student to talk freely about such events in his own community. Give examples if possible.

Many counties offer the services of two county agents. A man gives advice about better farming methods to the farmers. He helps them with the important duty of using soil and water wisely. A woman helps the women of the county to keep better homes and to do their work more easily. Both county agents work with boys and girls in a way that develops good citizenship.

Open your book to page 69 to the lesson, *How County Governments Serve Us.*

Teach the new words.

When you have finished reading the lesson silently, I should like to hear you read it to me. * * *

Try to help the student enjoy his reading. Praise him if possible.

You may do your "Something to Do" exercise starting on page 69. * * *

Be sure that the student always does the work on these exercises before using the Key. Then he may correct his mistakes.

Ask him to read Part A to you, giving the correct answers.

In Part B, the student is asked to read groups of words to you. He may notice that the first word in each group ends in the letter **y**. To change the use of the word, the **y** has been changed to an **i**, and other letters have been added. This change need not be explained unless the student asks about it.

After the words have been read, either you or the student should use them in sentences. You might take turns making sentences.

You are ready to do the Work Sheet for Lesson 14 on page 73. I will help you with the directions if necessary. * * *

Encourage the student to copy the sentences carefully. This work sheet should be left in the student's book until the next mailing.

You may now take your sixth examination. It will be sent to the Correspondence Center.

Remove page 69 from this book and give it to the student.

When the student has finished the examination, place work sheets for Lessons 13 and 14, and Examination 6, in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 15.

LESSON 15

How Our City Governments Are Organized

Think of any fair-sized city that you know. Think of the many different kinds of people that are living there so close together. What differences can you name? * * *

The student should be able to name many differences. Some of the people have always lived in cities; others are from the country. Some have come from foreign lands. Some are rich; other are very poor. Many are good citizens, but a few are criminals.

Wherever enough people have gathered together and they want to form a city, the State grants a charter that gives the people authority to set up a city government. The object of city government is to give the people protection and certain services.

City government, like other kinds of government, must be organized if it is to give the people the services they want.

Our principle of representative government is carried out in our towns and cities. A group of city officers is elected by the people. City work is divided into departments. One person is usually the chief executive in carrying out the laws. He may be elected by the people or appointed by one or more of their representatives. In large cities a great many people must be hired to do city work. Such people include police, office clerks, stenographers, firemen, and engineers.

Now let us compare the work of city and county government. You know that county government helps carry out State laws.

City officers can make city laws or ordinances. They also enforce laws.

You have learned that terms of county court are held in each county, and that local courts may be held in small towns, townships, and cities, as well as the rural areas.

As good citizens we should know whether our city government is giving us the public services that we need. We should know if the cost is fair.

Open your book to the lesson, *How Our City Governments Are Organized*, on page 75.

Teach the new words.

After reading this lesson to yourself, you may read it aloud to me. * * *

Allow time for reading.

Not all persons agree on the best kind of city government. What three kinds did you read about in this lesson? Tell me something about each one.

The student should be able to tell these things:

1. In the mayor-council form, the people elect representatives. A mayor is the head of city government and enforces laws.
2. In the commission form of government each member serves as head of a department. There is usually no one single person at the head of the government.
3. In the city-manager plan a group of representatives are elected by the people. They appoint one person to manage city affairs and to appoint the heads of different departments.

You may do the "Something to Do" exercise starting on page 76. * * *

Be sure that the student checks his work carefully. Then have him read the exercise aloud to you.

In Part B the student is asked to talk with you about his own city or town or a town that is near his home. You can be very helpful to him by telling him where city officers meet and other things that you may know about his particular city. It may be possible for you to help the student meet some city officers. This friendly relationship will help him to see that in this country the government is not separated from the people.

Now you may do the Work Sheet for Lesson 15 on page 79. * * *

The Work Sheet for Lesson 15 will be left in the student's book until the next mailing.

The student is ready for Lesson 16.

LESSON 16

What Our City Governments Do for Us

City dwellers make use of city services every day. When we water our lawns, walk home along a lighted street, eat a meal in a restaurant, or buy milk from a dairy, we are using some city service. Sometimes we may picnic in a park, swim in a public pool, read in a public library, or go to a museum or an art gallery.

We sometimes forget the many things that are done for us by our city government. We may become careless in choosing city officers and in seeing that they do their work well. Then we are wasting our own money, for public services are paid for by the people.

Open your book to the lesson, *What Our City Governments Do for Us*, on page 81. * * *

Teach the words the student does not know.

You may read this lesson to yourself before reading it aloud to me. * * *

When the student has finished, he should talk with you about services of his own city government. The questions below will help you guide the discussion.

How well do you know your own city? Can you tell these things about it? * * *

If the student lives in the country, let him talk about a near-by city.

How do we get our water? * * *

The student should be told about the arrangement for supplying water in his city if he does not already know. Possible sources of water for cities are rivers, lakes, mountain streams, and springs. Often the city must spend a great deal of money to build waterworks where water is stored and purified.

What places in your city do you think should be inspected by city officers in order to protect the health of the people? * * *

The student should be given time to think about these questions. He will likely think of places that prepare and sell food, of dairies, and possibly of factories. In restaurants he may have seen signs that say the place has been inspected by the city health department.

How does your city take care of waste and garbage? * * *

The city sewage system and removal of garbage should be discussed here.

Do you have a police and a fire department in your city? * * * What are the duties of each? * * *

Policemen protect the people against lawbreakers, regulate traffic, give directions to travelers, and return lost children to their families.

Firemen protect our property against fire.

Where are our city schools? * * *

The different schools in your city should be discussed. Sometimes the student has not been told where local school buildings are. He will be interested in knowing such things about his community.

Where may people spend their leisure time, or time when they are not working, in our city? * * *

The student may name parks, libraries, community centers, and other places in your particular town. In these discussions try to help him know the interesting places in your city better and to feel that they are actually his property to enjoy and use wisely.

What groups of unfortunate people, those who are sick or poor, are cared for by your city? * * *

Help the student think of examples of public care.

Now think of our city twenty years from now. In what ways do you think our city might be improved? * * *

Encourage the student to express any ideas he has.

Do you think the city will be a nicer place if we just do things when we think about them or if some group studies and plans changes to be made? * * *

The student should see that planning is just as important in city business as it is in private business. This is particularly important to the future of the city.

Begin your "Something to Do" exercise starting on page 82. * * *

The student should check Part A with the Key. He should then read it aloud to you.

In Part B the student is asked to discuss with you the services of city government that he uses. Even if he lives in the country, he will use such services as paved and lighted streets, water, and possibly other services while he is in town.

You may do the Work Sheet for Lesson 16 on page 85 now. * * *

Allow time for the student to finish the work sheet. It should be left in the student's book until the next mailing.

You are ready to take Examination 7. It will be sent to your Correspondence Teacher. * * *

Remove page 71 from this book and give it to the student.

Allow time for the examination to be completed.

When the student has finished the examination, place work sheets for Lessons 15 and 16, and Examination 7, in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 17.

LESSON 17

How We Pay for Our Governments

What a big business our government is! A great deal of money is spent by this business, and all of the people are partners in it. There must be a plan for running the government just as there must be a plan for operating a private business.

It takes money to run any business. Each year the amount of money needed to carry on the government for the coming year must be figured out. The President, with the help of certain other people, makes this estimate of the nation's expenses and presents it to Congress. The governors make estimates of the expenses of their State governments for a year and send them to the State legislatures.

It is good that neither the President nor the governors have power to demand the amount of money that they wish. That would give a few persons too much power.

Final approval of the proposed spending must come from the elected representatives of the people. The Congress of the United States must approve the Federal budget, or plan of spending, and the State legislatures must approve the budgets of their States. This arrangement gives the people greater control of the use of public money than if only a few government officials had complete authority over spending.

When a budget of government needs has been made for the coming year, a plan must be made by which the money can be raised. Here again it is the right and duty of the President and the governors to suggest to their lawmaking bodies possible ways of raising money to meet expenses. But again the Congress and the State legislatures may accept or refuse the suggestions.

Remember that Federal and State governments are governments that work together, but that plan separate budgets. Both raise their money by some form of taxes. You should also remember that local governments must have money to provide public services. Property taxes, licenses and fines, and special taxes help to supply necessary money for local government.

We have said that all of the people of our nation are partners in the great business of government. All of us must help pay for our government, but all of us also share in its benefits.

Open your book to *How We Pay for Our Governments* on page 87.

Teach the new words in the lesson.

You may read the lesson silently and then aloud to me. * * *
You are ready for "Something to Do" on page 88. * * *

When the student has checked his work, ask him to read Part A aloud to you.

He is also to read the words from Part B to you. When the student has read them, either you or he should use each word in a sentence.

You may do the Work Sheet for Lesson 17 now. Try to write complete sentences. * * *

Copying some of the words of the question helps the student answer in complete sentences. For example, in answering the first question, "What are some public services for which all the people pay?", he should begin "The people pay for _____" and go on to name the services. The habit of writing answers in sentences should be encouraged.

The Work Sheet for Lesson 17 should be left in the student's book until the next mailing.

The student is now ready for Lesson 18.

LESSON 18

How Our Governments Work Together

All about us we see people working together. Fathers, mothers, and children share the work of a family. Families in a neighborhood work together, and neighborhoods do things together that will make a better city or community. People in schools and churches try to improve the places where they are.

Our government units work together so that they can do their work more easily and more successfully. The chief purpose of our Federal, State, and local governments is to serve and protect the people. To accomplish this purpose, the work and authority have been divided among our different governments. That is why they work together smoothly. Each government has certain rights and duties that are not to be taken away by any of the other governments in our land.

At certain times there have been disagreements between different States or between a State and the Federal government. When this has happened the case has been taken to the Supreme Court, which has authority to settle the disagreement according to our laws. In our country we believe that men and governments must obey the laws that are the expression of the will of the people.

When our government units, Federal, State, and local, work together well, one strong nation is formed. As good citizens, we will try to improve our community, our State, and our nation in every possible way. We will be proud of our community and our State, but our greatest pride will be in our United States.

Open your book to Lesson 18, page 93, *How Our Governments Work Together*.

Teach the words that the student does not know.

When you have read the lesson silently, I should like to hear you read it aloud to me. * * *

Encourage the student to comment on these reading lessons at any time.

You may begin "Something to Do" on pages 94 and 95. * * *

When the student has checked his work for Parts A and B, ask him to read Part A aloud. You should explain any difficulties he had with Part B.

In Part C, the student is asked to discuss with you certain things about the representation of your State in the Congress of the United States. States differ in the number of Representatives. See the chart below for the number of Representatives sent by your State. It is very important that the student know the things asked in this part of the exercise.

On your work sheet on page 97, try to answer the questions in complete sentences. * * *

The Work Sheet for Lesson 18 will be left in the student's book until the next mailing.

The student is ready for Lesson 19.

THE HOUSE OF REPRESENTATIVES

(435 Representatives)

Qualifications: At least 25 years old, 7 years a citizen of the United States, an inhabitant of the State where elected.

THE NUMBER OF REPRESENTATIVES SENT BY EACH STATE IS—

(Based on 1970 Census)

Alabama	7	Montana	2
Alaska	1	Nebraska	3
Arizona	4	Nevada	1
Arkansas	4	New Hampshire	2
California	43	New Jersey	15
Colorado	5	New Mexico	2
Connecticut	6	New York	39
Delaware	1	North Carolina	11
Florida	15	North Dakota	1
Georgia	10	Ohio	23
Hawaii	2	Oklahoma	6
Idaho	2	Oregon	4
Illinois	24	Pennsylvania	25
Indiana	11	Rhode Island	2
Iowa	6	South Carolina	6
Kansas	5	South Dakota	2
Kentucky	7	Tennessee	8
Louisiana	8	Texas	24
Maine	2	Utah	2
Maryland	8	Vermont	1
Massachusetts	12	Virginia	10
Michigan	19	Washington	7
Minnesota	8	West Virginia	4
Mississippi	5	Wisconsin	9
Missouri	10	Wyoming	1

LESSON 19

How Our Government Groups Work With Citizens

In some countries, government is separated from the people. It may be government **of** the people but it is not **by** and **for** the people. Do you understand what this means? * * *

Encourage the student to express ideas. The following reading material will complete the explanation.

Under such governments, officials may not be elected by the people and therefore do not represent the people. They may hold office for long periods of time against the will of the people. They sometimes rule with force. They say what the people must do. Such government may be called a government **of** the people.

But the people have no part in the making of their laws and government, so it is not government **by** the people. Such a government does not place the welfare or good of all the people above the welfare of a few powerful leaders or of the nation itself. It is not a government **for** the people. Would you like to live under such a government? * * *

In the United States we have a firm idea that government cannot be separated from the people because it is the people. Our highest officials must obey the laws of the nation. They have no greater rights than the poorest citizen in our land. Their authority is only such authority as is given to them by the people.

In this nation we do not fear the power of government officials, for it is our right to remove them from office if they do not carry out our wishes.

To keep a close relationship of our government to the people, groups of government officials often work with groups of citizens. You read in an earlier lesson that important bills are given public hearings before the committee that is studying them. Let us look at an example of citizens expressing their wishes to government officials in this way.

A flood has caused damage to the homes in a certain part of the State. A representative or a senator proposes a law to his house of the legislature. The bill says that the creek that floods will be straightened and deepened and that levees

will be built to prevent another flood. When the bill comes before a house committee several citizens come to speak for or against the bill.

One man will lose a good field if the creek is straightened. Another is afraid the levee might break and cause his buildings to be washed away. A citizen from another part of the State objects to spending a large amount of State money to benefit a small group of people. These persons are against the proposed law.

The people whose homes have been damaged come to the hearing. They say that it is the duty of the State to protect the lives and property of the people. They say that valuable farm lands along the creek are not being used in the best way and that the soil, one of our natural resources, is being washed away. These people are in favor of the bill.

Lawmakers are glad to listen to the opinions of the people. This exchange of ideas helps the government carry out its first purpose—to serve and protect the people.

Do you know of any case in which citizens have expressed their wishes to government officials? * * *

Help the student think of cases in his own city where citizens meet government officers or express their wishes. Examples are:

1. Talking with our elected representatives. This includes the council members and mayor of our city, county commissioners and other officers, as well as State and national leaders.
2. Writing our opinions to government officials.
3. Discussing health problems with a city, county, or State officer.
4. Meeting such persons as county agents and forest rangers.

Open your book to Lesson 19, page 101, *How Our Government Groups Work With Citizens.* * * *

Teach the new words the student does not know.

You may read the lesson silently, then you will be ready for "Something to Do," starting on page 102. * * *

When the student has read and checked Part A of the exercise, ask him to read it aloud to you.

In Part B, the student should offer his ideas first. Points that might be discussed are:

1. Duty to obey the laws.
2. Duty to vote carefully.
3. Duty to pay taxes.
4. Duty to respect rights of others.
5. Duty to protect natural resources.

You may do the work sheet for Lesson 19 on page 105. You may use your book if necessary. Try to use complete sentences. * * *

Allow time to complete the Work Sheet for Lesson 19.

You are ready to take Examination 8, which will be sent to the Correspondence Center. * * *

Remove page 73 from this book and give it to the student. He should not use his book or have help with this test.

When the student has finished the examination, place work sheets for Lessons 17, 18, 19, and Examination 8, in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student is then ready for Lesson 20.

LESSON 20

Principles of Our Government

The United States has based its plan of government upon the belief that all men are created with equal rights, which include life, liberty, and the pursuit of happiness. We believe that those rights must be protected for every person in our land by the power and wealth and influence of all the people of the nation. We believe that our government must always protect these rights and never let them be taken from us.

Such an idea of government has a mighty meaning among men and among nations. Under this system of government, men and women of simple background rise to give great services to their fellow men. We judge men by what they do in terms of service rather than by what they are in terms of money or power.

Sometimes we fail to carry out our belief in the equality of men. That does not mean that the belief is wrong. It does mean that we must work for more understanding and greater respect for other people. We must show our belief in the equal rights of men by the way we treat our neighbors.

A government that guarantees equal rights for all is a fine ideal that is worthy of the thought and work of the people. To make the ideal a real thing requires a careful plan. In your lesson today you will review the principles of this plan. Try to think how these principles affect your own life.

Open your book to Lesson 20, *Principles of Our Government*, on page 107. * * *

Teach the new words that the student does not know.

This is an important lesson. If necessary I will help you with words as you read it to yourself. Then you may read it aloud to me. * * *

Encourage the student to talk freely. This lesson is a very important one, and it can be made more clear to the student by a discussion with you

You may do the "Something to Do" exercise starting on page 109. * * *

This exercise should be checked carefully with the Key. Reading the exercise aloud will help the student get the principles clearly in mind.

You may begin the Work Sheet for Lesson 20. Work very carefully. * * *

The student may need to use his book to know how to write the words. However, he should be encouraged to express himself in his own words if possible.

You are ready to take your last examination now. * * *

Remove page 75 from this book and give it to the student. The student should not use his book or receive help from you on this test.

When the student has finished the examination, place the Work Sheet for Lesson 20 and Examination 9 in an envelope for mailing. Address the envelope and mail it to the Correspondence Center.

The student has now completed the course.

CUT HERE

ENGLISH AND GOVERNMENT

Section III

EXAMINATION 1

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Put the number of the right word or group of words on each line.

1. the people 2. judicial branch 3. local government
4. Constitution of the United States. 5. property
6. executive branch 7. Senate of the United States
8. legislative branch 9. representative 10. State constitution

_____ the highest law of our nation.

_____ a place where all the States are equally represented.

_____ something that belongs to us.

_____ the government of a city, town, or county.

_____ a person who represents the people.

_____ the plan of State government.

_____ the group that has the "last word" in government.

_____ the branch of government that makes laws.

_____ the branch of government that enforces laws.

_____ the branch of government that explains the laws.

B. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes	No	1. Our Federal and State governments work together for the good of the people.
Yes	No	2. All powers were taken away from the States by the Constitution of the United States.
Yes	No	3. The State constitutions were written by men elected by the people of the State.
Yes	No	4. State constitutions may go against the Constitution of the United States.
Yes	No	5. The people have the final authority in our government.
Yes	No	6. State constitutions may be changed or amended by the people of the State.
Yes	No	7. All of our 50 States are just the same.
Yes	No	8. All States have equal rights to govern their own people.
Yes	No	9. State governments serve us in many ways.
Yes	No	10. A State constitution sets up plans for local government.
Yes	No	11. All State constitutions are the same.
Yes	No	12. State government is divided into three branches.

CUT HERE

ENGLISH AND GOVERNMENT

Section III

EXAMINATION 2

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Copy the right word or words on the lines provided.

capital	State legislature
veto	senators and representatives
governor	referendum
districts	amended
approval	initiative
committee	

1. The lawmaking branch of State government is the _____.

2. Members of the State legislature are usually called _____.

3. Each State is divided into _____.

4. The State legislature meets at the State _____.

5. The _____ may call a special meeting of the State legislature.

6. Bills are usually studied by a _____.

7. A bill may be _____ before it becomes a law.

8. The governor has the power to _____ a bill passed by the legislature.

9. A bill may become a law without the governor's _____.

10. The power of the people to start a law is the power of _____.

11. The power of the people to bring a law to a vote of the people is the power of _____.

B. Directions:

Draw a line under the best answer.

1. Most State legislatures have—
   a. one house
   b. two houses.
   c. three houses.

2. We can learn about persons who are running for office from—
   a. books.
   b. petitions.
   c. newspapers and radio.

3. In State legislatures there are usually more members in the—
   a. senate.
   b. house of representatives.

4. Before a bill can become a law it must be passed by—
   a. both houses of the legislature.
   b. the senate.
   c. the house of representatives.

5. At public hearings persons speak—
   a. about how laws must be passed.
   b. for or against a bill.
   c. about how to protect health.

6. The veto power is the power of the governor to—
   a. stop a bill from becoming a law.
   b. appoint State officers.
   c. call special sessions of the legislature.

7. The first step in beginning the initiative or the referendum is—
   a. voting.
   b. starting a petition.

8. The initiative and the referendum give the people direct control of—
   a. lawmaking.
   b. law enforcing.
   c. law explaining.

Give this examination to your helper.

CUT HERE

ENGLISH AND GOVERNMENT

Section III

EXAMINATION 3

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Draw a line under the best ending.

1. The part of government that enforces laws is the—
   a. legislative branch.
   b. executive branch.
   c judicial branch.

2. The head of the executive branch of State government is the—
   a. secretary of state.
   b. attorney general.
   c. governor.

3. The governor of a State is—
   a. elected by the people.
   b. appointed by the President.

4. The term of office and powers of a governor are set by—
   a. the State constitution.
   b. Congress.
   c. the State legislature.

5. The power of governors to stop a bill from becoming a law is the—
   a. veto power.
   b. power of initiative.
   c. power of referendum.

6. The governor's most important duty is—
   a. to veto bills.
   b. to carry out the laws of the State.
   c. to call special sessions of the legislature.

7. The governor should have—
   a. some control over the other State officers.
   b. no control over other officers.

8. The governor often appoints—
   a. senators and representatives.
   b. members of boards and commissions.
   c. the lieutenant governor.

B. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes	No	1. It is the duty of good citizens to try to elect good officers.
Yes	No	2. The lieutenant governor may become governor.
Yes	No	3. All State officers are appointed by the governor.
Yes	No	4. The superintendent of schools keeps all State records.
Yes	No	5. The attorney general takes care of State money.
Yes	No	6. A State auditor checks public bills to be sure they are right.
Yes	No	7. The treasurer pays State bills.
Yes	No	8. The attorney general is the most important lawyer in the State.

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 4

Date mailed: .....

Name: .....

Address: .....

A. Directions:

Put the number of the right word or group of words on each blank line.
1. State capital 2. county court 3. judge 4. court 5. judicial branch 6. jury 7. criminal case 8. local court 9. civil case 10. State supreme court

..... Where we may go to have our rights protected.

..... The branch of government that explains laws.

..... The highest court of the State.

..... Where terms of the State supreme court are held.

..... The kind of court that is found in small towns.

..... A State court where more important cases may be taken.

..... A court case in which people have not been able to agree upon their rights.

..... A court case in which a law that protects the people has been broken.

..... The group that decides if the person on trial is guilty or not.

..... The person who leads the business of a court.

B. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes No 1. Our government would work as well without a judicial branch.

Yes No 2. There is only one kind of State court.

Yes No 3. Our courts give us equal rights and a fair way to settle our differences.

Yes No 4. People need courts that they can go to easily.

Yes No 5. Small cases may be taken to local courts.

Yes No 6. The superior court is the highest State court.

Yes No 7. If a person does not think his case was settled fairly in local court or the county court, he may take it to the State supreme court.

Yes No 8. Members of the State supreme court serve for life.

Yes No 9. Courts need the help of the people.

Yes No 10. If a jury decides a person on trial is guilty, the judge says how he shall be punished.

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 5

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Write the correct word or words on the lines provided.

license	forests
disease	public money
education	health
roads	companies
natural riches	food and drugs

1. _____ is necessary in a democracy.

2. An important duty of government is to protect the _____ of the people.

3. Doctors and certain other people must usually have a _____.

4. Public schools are paid for with _____ _____.

5. State officers try to see that _____ _____ _____ are pure.

6. Soil, forests, water, and minerals are _____.

7. State health officers try to prevent _____.

8. State government makes rules for _____ that give public services.

9. A duty of State government is to build _____.

10. State and national _____ have been set aside.

B. Directions:

Draw a line under the best ending.

1. State police power may be used by—
   a. the attorney general.
   b. the secretary of state.
   c. the governor.

2. We believe that a chance for a good education should be given to—
   a. all children.
   b. poor children.
   c. children who can pay for it.

3. Schools of higher learning are called—
   a. hospitals.
   b. colleges.
   c. churches.

4. Roads are built by—
   a. the people.
   b. local, State, and Federal government.

5. Natural riches should—
   a. not be used at all.
   b. be used wisely.
   c. be used as fast as we can.

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 6

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes	No	1. State constitutions set up a plan for local governments.
Yes	No	2. County officers make laws for the State.
Yes	No	3. County governments help to carry out State laws.
Yes	No	4. There is a courthouse in each county.
Yes	No	5. County commissioners are elected by the people.
Yes	No	6. County commissioners carry on the county business without help from other people.
Yes	No	7. The sheriff pays county bills.
Yes	No	8. Some counties have changed their form of government so that fewer officers are needed.
Yes	No	9. We pay taxes to carry on county government.
Yes	No	10. The county keeps important records.
Yes	No	11. Counties always make poor or sick people take care of themselves.
Yes	No	12. Counties can give certain kinds of licenses.
Yes	No	13. All roads are built either by Federal or State governments.
Yes	No	14. The county builds some public buildings.
Yes	No	15. County government gives us many services.

B. Directions:

Write the number of the correct word or words on the lines provided.

1. board of county commissioners
2. county manager
3. courthouse
4. county government
5. county seat

_____ An important local government

_____ The center of county government

_____ The building in which county business is carried on

_____ The group that is at the head of county government

_____ One man who may be appointed by the commissioners to lead the county business

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 7

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Draw a line under the best ending for each sentence.

1. The purpose of good government is—
   a. to take away the rights of the people.
   b. to make certain people rich.
   c. to protect and serve the people.

2. In city government the final authority belongs to—
   a. the mayor.
   b. the people.
   c. the council.

3. It is important that a city protect the health of its people by providing—
   a. pure water.
   b. big buildings.
   c. many cars.

4. Some persons who protect life and property in a city are—
   a. senators and representatives.
   b. policemen and firemen.
   c. the secretary of state and the treasurer.

B. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes	No	1. About half of the people of the United States live under city government.
Yes	No	2. The people elect officers to represent them in city government.
Yes	No	3. City laws may go against State or Federal laws.
Yes	No	4. The city council makes city laws.
Yes	No	5. In the mayor-council form of government, the mayor is the head of the city government.
Yes	No	6. In the commission form of government the members make and enforce the laws.
Yes	No	7. In the city-manager plan of government only one man has anything to do with city business.
Yes	No	8. City government should serve and protect the people.
Yes	No	9. City government tries to prevent disease.
Yes	No	10. Waste and garbage should be left in the city.
Yes	No	11. City government helps pay for schools.
Yes	No	12. People need education to be good citizens in a democracy.
Yes	No	13. Boys and girls should be helped to grow into good citizens.
Yes	No	14. Play is a waste of time.
Yes	No	15. It is good to plan for the future of a city.

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 8

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Write the number of the correct word or words on the blanks.

1. income tax 2. indirect tax 3. property tax 4. budget

_____ A tax on money received.

_____ A tax on land, buildings, and other belongings.

_____ A plan for the use of public money.

_____ A kind of tax that everyone pays.

B. Directions:

Draw a line under the best ending.

1. There is a tax on—
   a. large gifts of money or property.
   b. a garden.
   c. the street.

2. A budget for the use of public money must be approved by—
   a. the President.
   b. elected representatives of the people.
   c. the people.

3. Our Federal, State, and local governments—
   a. work against each other.
   b. cooperate with each other.
   c. try to use each other's powers.

4. All States have—
   a. the same natural riches.
   b. equal rights and equal authority.
   c. the same number of people.

5. An amendment to the Constitution of the United States must be approved by—
   a. all of the States.
   b. half of the States.
   c. three-fourths of the States.

6. Good government officers want to—
   a. have all their friends elected to office.
   b. be paid to vote a certain way.
   c. know the needs of the people.

7. The government has made banks—
   a. safe places for our money.
   b. good markets for farm crops.
   c. places to meet our friends.

8. All farmers should—
   a. buy larger farms.
   b. use natural riches wisely.
   c. live in the city.

9. Government groups should meet with citizens so that—
   a. they can tell citizens what to do.
   b. they can serve the people in the best way.
   c. they can tax the citizens.

10. Good citizens cooperate with their—
   a. local government.
   b. Federal government.
   c. local, State, and Federal governments.

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ENGLISH AND GOVERNMENT

Section III

EXAMINATION 9

Date mailed: _____

Name: _____

Address: _____

A. Directions:

Write the correct word or words on each blank.

principles	checks and balances
representative government	supremacy of the law
final authority	independent courts
Federal system	equality of men
delegated powers	divided authority

1. The dividing of power among three branches of government.

   _____

2. The right to the "last word."

   _____

3. The most important ideas of any plan.

   _____

4. Powers that are given by the people to their government.

   _____

5. A government in which officers are elected by the people.

   _____

6. The belief that all men have the same rights to life, liberty, and the pursuit of happiness.

---

7. The power of one branch of government to keep another branch from becoming too strong.

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8. The high place of law in this nation.

---

9. The working together of State and Federal government.

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10. The principle that courts should enforce laws fairly without fear of other branches of government.

B. Directions:

Draw a line under YES if the sentence is true. Draw a line under NO if it is not true.

Yes	No	1. Citizens have duties as well as rights.
Yes	No	2. The votes of some people are more important than the votes of others.
Yes	No	3. The State governments and the Federal government have different authority.
Yes	No	4. All power of government really belongs to the people.
Yes	No	5. Three-branch government has worked well.
Yes	No	6. It is good to have a system of checks and balances.
Yes	No	7. Supreme Court judges must decide a case as the President wishes.
Yes	No	8. We must respect our neighbor's freedom.
Yes	No	9. The constitution of a State can be changed.
Yes	No	10. Good government protects the rights of the people.

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